



English Martyrs' Catholic Primary School Progression of Knowledge and Skill HRSE

Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish both academically and spiritually, regardless of their faith, creed, race, background or need; meeting every child's potential and their needs, keeping them healthy in mind and body. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of faiths, ethnicities, creeds and socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our intent is for learning without barriers so that all children can succeed.

Our Intent is to meet these needs by...

- ...having Christ at the centre of the English Martyrs' Catholic Primary School family and all that we do.
- ...establishing close links between home, school and parish to provide the best for all the children.
- ...treating every individual child as a unique and valued member of God's family, so that respect for each other is prominent.
- ...providing a PSHCE curriculum that is rich and broad, with high expectations and a culture of challenge for all.
- ...providing all children with a bespoke and tailored curriculum to meet their individual needs, including in Blended Learning.
- ...providing a PSHCE curriculum that is appropriate to the needs of all our children, from all ethnicities, backgrounds, faiths and home lives.
- ...providing children with the skills they need to become well-rounded and confident individuals who have self-respect and mutual respect for others
- ...*nurturing a sense of belonging* by developing our responsibilities as citizens in the local, national and global community
- ...by giving children opportunities to develop understanding and tolerance of all faiths, creeds and cultures including their own.
- ...by developing positive links between all stakeholders including the wider community.
- ...by working with parents in their role as first educators.



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KS1

Intent (National Curriculum) ~ We want children...		
- To know about families and people who care for them - To know about caring relationships - To know about respectful relationships - To know about online relationships - To know about being safe		
	Year 1	Year 2
Term	Autumn Term 1	Autumn Term 1
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being	Core Theme 1: Growing in love for myself and God <i>'Dignity of the Human Person ~ Who Am I?'</i> (RE) <i>'Learning Behaviours' (PSHE)</i>
Impact Our children...	Core Theme 1 ➤ Know that they are special people made in the image and likeness of God. ➤ Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts. ➤ Be curious about themselves and their purpose in the world. ➤ Notice the ways in which they are the same as or different from other people. ➤ Respect and seek to understand difference. ➤ Communicate their feelings to others. ➤ Care about the feelings of others and know how Jesus cared for people. ➤ Learn from their experiences, and say 'thank you' when appropriate. ➤ Notice that they have talents and they can grow in these talents. ➤ Know their responsibilities towards themselves, other people and creation.	➤ Know that they are special people made in the image and likeness of God. ➤ Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts. ➤ Notice the ways in which they are the same as or different from other people. ➤ Respect and seek to understand difference. ➤ Care about the feelings of others and know how Jesus cared for people ➤ Notice that they have talents and they can grow in these talents. ➤ Know their responsibilities towards themselves, other people and creation.



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Term	Autumn Term 2	Autumn Term 2
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being 'Treasures' (RE) '5 Ways to Wellbeing' (PSHE)
Impact Our children...	Core Theme 1 ➤ Know that they are special people made in the image and likeness of God. ➤ Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts. ➤ Notice the ways in which they are the same as or different from other people. ➤ Respect and seek to understand difference. ➤ Communicate their feelings to others. ➤ Care about the feelings of others and know how Jesus cared for people. ➤ Know their responsibilities towards themselves, other people and creation. Core Theme 2 ➤ Their invitation to be part of a wider family of God. ➤ Their belonging in various groups as communities such as home, school and parish. ➤ That things they do can hurt themselves and others. ➤ That sometimes they need to say sorry to people because of their behaviour. ➤ That they are responsible for their immediate environment. <i>Examples of this include, keeping places tidy, choosing activities that keep them physically and mentally alert and being aware of how their behaviour can have positive and negative effects on the immediate and wider environment.</i> ➤ People who care for them, such as, their family networks. ➤ Who to go to if they are worried. ➤ When saying 'no' is O.K., to peers and adults. ➤ The difference between sharing a serious incident and telling tales. ➤ How their behaviour can hurt other people physically and emotionally and how other people can hurt them. <i>For example, through causing physical distress, name calling or telling untruths.</i> ➤ To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. ➤ That teasing and bullying are unkind behaviours because they cause distress.	➤ Core Theme 1: ➤ Know that they are special people made in the image and likeness of God. ➤ Know that they are individuals and that they have gifts and abilities. ➤ Notice the ways in which they are the same as or different from other people. ➤ Respect and seek to understand difference. ➤ Care about the feelings of others and know how Jesus cared for people. ➤ Notice that they have talents and they can grow in these talents. ➤ Know their responsibilities towards themselves, other people and creation. Core Theme 2: ➤ That things they do can hurt themselves and others. ➤ That sometimes they need to say sorry to people because of their behaviour. ➤ How their behaviour can hurt other people physically and emotionally and how other people can hurt them. ➤ recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. ➤ That teasing and bullying are unkind behaviours because they caused distress. ➤ How to resist joining in with teasing or bullying if they experience or witness it. ➤ Who to go to if they are unhappy about being teased or if they feel they are being bullied. Core Theme 3: ➤ The belief that they have worth as a creation of God.



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	➤ How to resist joining in with teasing or bullying if they experience or witness it. ➤ Who to go to if they are unhappy about being teased or if they feel they are being bullied. Core Theme 3 ➤ The belief that they have worth as a creation of God. ➤ That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self-confidence. ➤ Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).	
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Term	Spring Term 1	Spring Term 1
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being 'Animals Including Humans' (Science) 'Baptism' (RE) 'Me & My Relationships' (PSHE)
Impact Our children...	Core Theme 1 ➤ Know that they are special people made in the image and likeness of God. ➤ Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts. ➤ Notice the ways in which they are the same as or different from other people. ➤ Respect and seek to understand difference. ➤ Communicate their feelings to others. ➤ Care about the feelings of others and know how Jesus cared for people. ➤ Know their responsibilities towards themselves, other people and creation. Core Theme 2 ➤ Their invitation to be part of a wider family of God. ➤ Their belonging in various groups as communities such as home, school and parish. ➤ That things they do can hurt themselves and others.	Core Theme 1: ➤ Know that their body is one of these gifts. ➤ Be curious about themselves and their purpose in the world. Core Theme 2: ➤ Their part in their family and why families matter. <i>For example, what makes family life happy or hard? How do they care for family members? What could 'family time' mean for them?</i> ➤ Their invitation to be part of a wider family of God. ➤ To develop their relationship with God through prayer, acts of worship and the choices they make about behaviour. ➤ Their belonging in various groups as communities such as home, school and parish. ➤ That they are responsible for their immediate environment. ➤ People who care for them, such as, their family networks. ➤ To recognise unkind behaviour, either by



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	➤ That sometimes they need to say sorry to people because of their behaviour. ➤ That they are responsible for their immediate environment. <i>Examples of this include, keeping places tidy, choosing activities that keep them physically and mentally alert and being aware of how their behaviour can have positive and negative effects on the immediate and wider environment.</i> ➤ People who care for them, such as, their family networks. ➤ Who to go to if they are worried. ➤ When saying 'no' is O.K., to peers and adults. ➤ The difference between sharing a serious incident and telling tales. ➤ How their behaviour can hurt other people physically and emotionally and how other people can hurt them. <i>For example, through causing physical distress, name calling or telling untruths.</i> ➤ To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. ➤ That teasing and bullying are unkind behaviours because they cause distress. ➤ How to resist joining in with teasing or bullying if they experience or witness it. ➤ Who to go to if they are unhappy about being teased or if they feel they are being bullied. Core Theme 3 ➤ The belief that they have worth as a creation of God. ➤ That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self-confidence. ➤ Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).	them, towards them or others, how to respond, who to tell and what to say. ➤ That teasing and bullying are unkind behaviours because they cause Core Theme 3: ➤ That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self-confidence. ➤ To recognise what they like and dislike, how to make real informed choices that improve their emotional and physical health to recognise that choices can have good and not so good consequences. ➤ Responsibilities for their own health which include physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care. ➤ Reflecting on good and not so good feelings, developing a vocabulary to describe their feelings to others and simple strategies for managing feelings.
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Term	Spring Term 2	Spring Term 2
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being 'The Mass' (RE) 'Valuing Differences' (PSHE)
Impact Our children...	➤ Know that they are special people made in the image and likeness of God. ➤ Know that they are individuals and that they have gifts and abilities. Know that their body is one of these gifts. ➤ Be curious about themselves and their purpose in the world. ➤ Notice the ways in which they are the same as or different from other people. ➤ Respect and seek to understand difference. ➤ Communicate their feelings to others. ➤ Care about the feelings of others and know how Jesus cared for people. ➤ Learn from their experiences, and say 'thank you' when appropriate. ➤ Notice that they have talents and they can grow in these talents. ➤ Know their responsibilities towards themselves, other people and creation. Core Theme 3: ➤ The belief that they have worth as a creation of God. ➤ That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self-confidence. ➤ To recognise what they like and dislike, how to make real informed choices that improve their emotional and physical health to recognise that choices can have good and not so good consequences. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment)	Core Theme 2: ➤ Their part in their family and why families matter. ➤ To develop their relationship with God through prayer, acts of worship and the choices they make about behaviour. ➤ Their belonging in various groups as communities such as home, school and parish. ➤ That they are responsible for their immediate environment. ➤ People who care for them, such as, their family networks. ➤ To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say. ➤ That teasing and bullying are unkind behaviours because they caused distress. Core Theme 3: ➤ The belief that they have worth as a creation of God. ➤ That their life has a purpose and to fulfil this purpose they must keep themselves safe, physically and through growing self-confidence. ➤ To recognise what they like and dislike, how to make real informed choices that improve their emotional and physical health to recognise that choices can have good and not so good consequences. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).



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Term	Summer Term 1	Summer Term 1
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being 'Staying Safe' (PSHE)
Impact Our children...	Core Theme 3: ➤ How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. ➤ Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).	Core Theme 3: ➤ How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. ➤ Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).
Term	Summer Term 2	Summer Term 2
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being	Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being 'Money' (Geography & PSHE)
Impact Our children...	Core Theme 3: ➤ How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. ➤ Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).	Core Theme 3: ➤ How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. ➤ Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).



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LKS2

Intent (National Curriculum) ~ We want children...

- To know about families and people who care for them
 - To know about caring relationships
- To know about respectful relationships
 - To know about online relationships
 - To know about being safe

	Year 3	Year 4
Term	Autumn Term 1	Autumn Term 1
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God	Core Theme 1: Growing in love for myself and God
Impact Our children...	➤ Understand that they can choose to have a friendship with God. ➤ Identify, name and respond appropriately to a wider range of feelings in themselves and in others ➤ Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care. ➤ Begin to be thankful for the gifts of God. ➤ Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) ➤ Recognise cause and effect in their actions and take personal responsibility. ➤ Take increased responsibility for their safety and that of others. <i>For example, knowing who to talk to if they have concerns about themselves or someone else regarding physical or emotional needs.</i>	➤ Understand that they can choose to have a friendship with God. ➤ Identify, name and respond appropriately to a wider range of feelings in themselves and in others ➤ Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care. ➤ Begin to be thankful for the gifts of God. ➤ Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) ➤ Recognise cause and effect in their actions and take personal responsibility.



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Term	Autumn Term 2	Autumn Term 2
Area of HRSE Curriculum / Implementation	Core Theme 2: Growing in love for family, friends, faith and community	Core Theme 2: Growing in love for family, friends, faith and community
Impact Our children...	➤ About forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness. ➤ About relationships in families ➤ <i>For example, that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference.</i> ➤ That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being. ➤ To be aware of different types of relationships including those between acquaintances, friends, relatives and family. ➤ About relationships with friends ➤ To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. ➤ To judge what kind of physical contact is acceptable or unacceptable and how to respond. ➤ <i>To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters.</i> ➤ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. ➤ About relationships with people of faith ➤ To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond. ➤ That the Church is a community of faith. ➤ Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs. ➤ That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent. ➤ About relationships in communities ➤ That being part of a community means working together for common aims. ➤ That they are part of many local, national and international communities. ➤ That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. ➤ Marriage can be civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment.	➤ About forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness. ➤ About relationships in families ➤ <i>For example, that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference.</i> ➤ That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being. ➤ To be aware of different types of relationships including those between acquaintances, friends, relatives and family. ➤ About relationships with friends ➤ To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. ➤ To judge what kind of physical contact is acceptable or unacceptable and how to respond. ➤ <i>To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour.</i> ➤ That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent. ➤ About relationships in communities ➤ That being part of a community means working together for common aims. ➤ That they are part of many local, national and international communities. ➤ That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. ➤ Marriage can be civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment.



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Term	Spring Term 1	Spring Term 1
Area of HRSE Curriculum / Implementation	Core Theme 3: Growing in love for my character and well-being	Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤ That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. ➤ That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. ➤ That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret. ➤ That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). ➤ About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults. ➤ To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media. ➤ When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong. ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. ➤ To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them. ➤ About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <i>For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</i> ➤ To know that some rights are universal, these are human rights. ➤ Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. ➤ How British law plays a role in protecting	➤ That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. ➤ That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. ➤ That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret. ➤ That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). ➤ When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong. ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. ➤ To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them. ➤ About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <i>For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</i> ➤ To know that some rights are universal, these are human rights. ➤ Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God.



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	human rights. ➤ Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.	
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Term	Spring Term 2	Spring Term 2
Area of HRSE Curriculum / Implementation	Core Theme 1: Growing in love for myself and God	Core Theme 1: Growing in love for myself and God
Impact Our children...	➤ Understand that they can choose to have a friendship with God. ➤ Identify, name and respond appropriately to a wider range of feelings in themselves and in others ➤ Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care. ➤ Begin to be thankful for the gifts of God. ➤ Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) ➤ Recognise cause and effect in their actions and take personal responsibility. ➤ Take increased responsibility for their safety and that of others. <i>For example, knowing who to talk to if they have concerns about themselves or someone else regarding physical or emotional needs.</i>	➤ Understand that they can choose to have a friendship with God. ➤ Identify, name and respond appropriately to a wider range of feelings in themselves and in others ➤ Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care. ➤ Begin to be thankful for the gifts of God. ➤ Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) ➤ Recognise cause and effect in their actions and take personal responsibility.

Term	Summer Term 1	Summer Term 1
Area of HRSE Curriculum / Implementation	Core Theme 2: Growing in love for family, friends, faith and community	Core Theme 2: Growing in love for family, friends, faith and community
Impact Our children...	➤ About forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness. ➤ About relationships in families ➤ That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being. ➤ To be aware of different types of relationships including those between acquaintances, friends, relatives and family. ➤ About relationships with friends	➤ How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. ➤ Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls, knowing they are equally part of God's creation. ➤ The rights and wrongs of keeping safe and rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment).



English Martyrs' Catholic Primary School Progression of Knowledge and Skill

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| | <ul style="list-style-type: none">➤ To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares.➤ To judge what kind of physical contact is acceptable or unacceptable and how to respond.➤ <i>To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour.</i>➤ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.➤ About relationships with people of faith➤ To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.➤ That the Church is a community of faith.➤ Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs.➤ That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent.➤ About relationships in communities➤ That being part of a community means working together for common aims.➤ That they are part of many local, national and international communities.➤ That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules.➤ Marriage can be civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment. | |
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English Martyrs' Catholic Primary School Progression of Knowledge and Skill

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Term	Summer Term 2	Summer Term 2
Area of HRSE Curriculum / Implementation	Core Theme 3: Growing in love for my character and well-being	Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤ That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. ➤ That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. ➤ That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret. ➤ That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). ➤ About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults. ➤ To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media. ➤ When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong. ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. ➤ To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them. ➤ About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <i>For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</i> ➤ To know that some rights are universal, these are human rights.	➤ That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. ➤ That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. ➤ That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret. ➤ That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). ➤ When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong. ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. ➤ To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them. ➤ About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <i>For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</i> ➤ To know that some rights are universal, these are human rights. ➤ Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. ➤



English Martyrs' Catholic Primary School Progression of Knowledge and Skill

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	➤ Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. ➤ How British law plays a role in protecting human rights. ➤ Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.	
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English Martyrs' Catholic Primary School Progression of Knowledge and Skill

HRSE

UKS2

Intent (national Curriculum) ~ We want children...		
- To know about families and people who care for them - To know about caring relationships - To know about respectful relationships - To know about online relationships - To know about being safe		
	Year 5	Year 6
Term	Autumn Term 1	Autumn Term 1
Area of HRSE Curriculum / Implementation		Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤	➤ About forgiveness, recognising its importance in relationships and know something about Jesus' teaching on forgiveness. ➤ About relationships in families ➤ <i>that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference.</i> ➤ That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being. ➤ To be aware of different types of relationships including those between acquaintances, friends, relatives and family. ➤ About relationships with friends ➤ To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. ➤ <i>To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour.</i> ➤ That the Church is a community of faith. ➤ Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are ➤ part of Christian beliefs. ➤ That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent. Core Theme 3: ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. ➤ To extend their vocabulary of emotion



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Term	Autumn Term 2	Autumn Term 2
Area of HRSE Curriculum / Implementation		Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community
Impact Our children...	➤	Core Theme 1: ➤ Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) Core Theme 2: ➤ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. ➤ About relationships with people of faith ➤ To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond. ➤ That the Church is a community of faith. ➤ Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs. ➤ That marriage in a Church is a sacrament and involves God in the loving relationship between the couple. It is based on mutual consent.



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Term	Spring Term 1	Spring Term 1
Area of HRSE Curriculum / Implementation		Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤	Core Theme 1: ➤ Recognise cause and effect in their actions and take personal responsibility. ➤ Take increased responsibility for their safety and that of others Core Theme 2: ➤ About relationships in families ➤ <i>For example, that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference.</i> ➤ That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being. ➤ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. Core Theme 3: ➤ That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). ➤ To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media. ➤ When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong. ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand



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Term	Spring Term 2	Spring Term 2
Area of HRSE Curriculum / Implementation		Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤	Core Theme 1: ➤ Take increased responsibility for their safety and that of others Core Theme 2: ➤ About relationships in communities ➤ That being part of a community means working together for common aims. ➤ That they are part of many local, national and international communities. ➤ That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. Core Theme 3: ➤ To know that some rights are universal, these are human rights. ➤ Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. ➤ How British law plays a role in protecting human rights. ➤ Understanding that actions such as female genital mutilation (FGM) are abusive and a criminal breach of human rights and how to get support if they have fears for themselves or their peers.



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HRSE

Term	Summer Term 1	Summer Term 1
Area of HRSE Curriculum / Implementation		Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤	Core Theme 2: ➤ About relationships in families ➤ <i>For example, that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference.</i> ➤ That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being. ➤ To be aware of different types of relationships including those between acquaintances, friends, relatives and family. ➤ About relationships in communities ➤ That being part of a community means working together for common aims. ➤ That they are part of many local, national and international communities. ➤ That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. Core Theme 3: ➤ To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media. ➤ When, how and who to ask for help, how to



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Term	Summer Term 2	Summer Term 2
Area of HRSE Curriculum / Implementation		Core Theme 1: Growing in love for myself and God Core Theme 2: Growing in love for family, friends, faith and community Core Theme 3: Growing in love for my character and well-being
Impact Our children...	➤	Core Theme 1: ➤ Understand that they can choose to have a friendship with God. ➤ Identify, name and respond appropriately to a wider range of feelings in themselves and in others ➤ Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care. ➤ Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) Core Theme 2: ➤ About relationships with friends ➤ To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. ➤ To judge what kind of physical contact is acceptable or unacceptable and how to respond. ➤ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. Core Theme 3: ➤ That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. ➤ That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret. ➤ That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media). ➤ About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults. ➤ That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. ➤ To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience



English Martyrs' Catholic Primary School Progression of Knowledge and Skill

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		conflicting emotions and when they might need to listen to their emotions and some ways to control them. ➤ About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. <i>For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.</i>
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